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ABSTRACT

The report documents progress in 1981-82 toward six objectives of a model preschool outreach center for handicapped children. Activities and accomplishments are discussed for the following six objectives: (1) increase awareness of needs and programs (present at a minimum of 10 state or local meetings); (2) develop, refine, and field test products for dissemination (conduct needs for assessment to determine what new materials are needed by the field); (3) provide training and technical assistance (develop outreach training needs and agreements); (4) coordinate with institutions of higher education for workshops and conferences (attend workshops and conferences to share information); (5) provide assistance to state education agencies and other agencies (work with key state level agencies); (6) work through established networks in an interdisciplinary approach (design and implement interagency agreements, monitor all interagency service delivery). Descriptions of five adoption programs are provided. Two appendixes include letters of support and results of materials and training needs surveys. (CL)

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MODEL PRESCHOOL OUTREACH PROJECT

ANNUAL REPORT

1981-1982

G008100872

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Model Preschool Center Outreach Program

FINAL REPORT, 1981-1982

Introduction

The Model Preschool Center for Handicapped Children (with training, research, and service components) was one of the first 24 projects funded in 1969 under the Handicapped Children's Early Education Program network. After three years of federal demonstration funding (1969-72), the Center was awarded a series of continuing BEH grants to conduct Outreach activities (1972-present). The demonstration center is now funded through state and local sources.

During 1981-82, the Outreach project continued to work with programs in the Northwest (Idaho, Oregon, and Washington). In addition, we began working with programs in several more states. When that program ended, the Model Preschool Outreach Project was allowed to serve these sites by "piggybacking" trips to a single geographic area or state, thus reducing costs. Programs in these states had asked the Model Preschool to assist them in adopting/adapting model program components through the Developer/Disseminator project fundded by the National Diffusion Network (NDN).

The new programs represent a wide variety of service delivery networks. Two sites are jointly operated by a local education agency and an institution of higher education (Utah and Minnesota); another site combines several programs under the auspices of the Easter Seal Society (Illinois). Alaska has been traditionally underserved because of its geographical distance from training centers. Washington State is its nearest neighbor. In some cases (California and Oklahoma), staff were able to intensify training efforts by visiting several sites on a single trip.

The Center's activities this year centered on six objectives:

1) to increase awareness of needs and programs;

2) to develop, refine, and field test products for dissemination;

3) to provide training and technical assistance;

4) to participate in workshops and conferences; to coordinate with Institutions of Higher Education'

5) to provide assistance to SEAs and other state agencies; and

6) to work through established networks in an interdisciplinary approach.

The remainder of this document reports on the activities and accomplishments during the 1981-82 project year.

Activities and Accomplishments 1981-1982

Objective 1: To increase awareness of needs and programs.

Activity 1.1: Mail brochures to at least 25 school district administrators.

Criteria for Success: Brochures received by at least 25 school districts.

At least 600 brochures describing the Model Preschool Outreach programs and the services available have been mailed or distributed since July, 1981. The list of agencies and individuals receiving copies includes many local education agencies, as well as State Facilitators and other model projects.

Over 200 6-page Communication Model awareness handouts including training options (and cost) were sent to all Directors of Special Education in all the school districts in the state of Washington between May-July 1982.

Activity 1.2: To present at a minimum of 10 state or local workshops, conferences, or meetings.

Criteria for Success: At least 10 presentations.

Staff have presented information about the two validated model programs at the following 15 workshops and conferences in the past year:

Sponsor	Location	No. of Participants
Down Syndrome League	Orinda, CA	42
George Miller Center	Concord, CA	55
WARC Parent-to-Parent	Bellevue, WA	27
Down Syndrome Congress	Portland, OR	400
Marion County Association for Retarded Citizens	Salem, OR	43
Washington Speech and Hearing Annual Convention	Olympia, WA	200
Down Syndrome International Conference	Mexico City, Mexico	500
Exceptional Children's Foundation Parents' Meeting	Reseda, CA	30
Washington State Facilitators Conference	Seattle, WA	23
Washington State Facilitators Conference	Spokane, WA	46
Bakersfield Community College	Bakersfield, CA	29
Down Syndrome Parents Association	Provo, UT	20
Parents Helping Parents	Cupertino, CA	38
Contra Costa Community College	Contra Costa, CA	10
Oklahoma City Parents Association	Oklahoma City, OK	42

Activity 1.3: Submit manuscripts for publication

Criteria: Minimum of two articles submitted

Dr. Rebecca Fewell, Project Director, has published 6 articles and edited 2 journal issues since the beginning of the project year. An additional 17 books, book chapters, or journal articles are in press. These are listed below:

DuBose, R. F. Assessing severely handicapped young children. The Dialogue, 1981, 9(3), 10-17.

DuBose, R. F. Assessment of severely impaired young children: Problems and recommendations. Topics in Early Childhood Special Education, 1981, 1(2), 9-21.

DuBose, R. F., & Kelly, J. Curricula and instruction for young handicapped children: A guideline for selection and evaluation. Series Paper #9. Monmouth, OR: Western States Technical Assistance Resource, 1981.

Fewell, R. R. Assessing handicapped infants. In S. G. Garwood & R. R. Fewell (Eds.), Educating handicapped infants. Rockville, MD: Aspen Systems, 1982, in press.

Fewell, R. R. Assessment of visual impairment. In K. Paget & B. Bracken (Eds.), Psychoeducational assessment of preschool and primary aged children. New York: Grune & Stratton, 1982.

Fewell, R. R. The early years. In N. G. Haring (Ed.), Exceptional children and youth, 3rd ed. Columbus, OH: Charles Merrill, 1982.

Fewell, R. R. Foreword. Topics in Early Childhood Special Education, 1981, 1(3).

Fewell, R. R. (Issue Ed.) Topics in Early Childhood Special Education: Families of Handicapped Children, 1981, 1(3).

Fewell, R. R. (Issue Ed.) Topics in Early Childhood Special Education: Young Handicapped Children: Research Findings, 1982, 2(2).

Fewell, R. R. New directions in the assessment of handicapped children. In C. R. Reynolds & J. H. Clark (Eds.), Assessment and programming for infants, preschool and school age children with low incidence handicaps. Proceedings of the Nebraska Conference. New York: Plenum, 1982, in press.

Fewell, R. R. Response to Fredericks, et al. In E. B. Edgar, N. G. Haring, J. R. Jenkins, & C. G. Pious (Eds.), Mentally handicapped children: Education and training. Baltimore, MD: University Park Press, 1982.

Fewell, R. R. Team approach to infant education. In S. G. Garwood & R. R. Fewell (Eds.), Educating handicapped infants. Rockville, MD: Aspen Systems, 1982, in press.

Fewell, R. R. Working with sensorily impaired children. In S. G. Garwood (Ed.), Educating young handicapped children, 2nd ed. Rockville, MD: Aspen Systems, 1982, in press.

Fewell, R. R., & Carlson, B. C. Intervention strategies for use with multihandicapped sensory impaired children. In C. R. Reynolds and J. H. Clark (Eds.), Assessment and programming for infants, preschool, and school age children with low incidence handicaps. Proceedings of the Nebraska Conference. New York: Plenum Press, 1982, in press.

Fewell, R. R., & Cone, J. D. Identification and assessment of severely handicapped children. In M. E. Snell (Ed.), Systematic instruction of the moderately and severely handicapped, 2nd ed. Columbus, OH: Charles Merrill, 1982, in press.

Fewell, R. R., & Gelb, S. Parenting moderately handicapped children. In M. Seligman (Ed.), A comprehensive guide to understanding and treating the family with a handicapped child. New York: Grune & Stratton, 1982, in press.

Fewell, R. R., & Kelly, J. Curricula for young handicapped children. In S. G. Garwood (Ed.), Educating young handicapped children, 2nd ed. Rockville, MD: Aspen Systems, 1982, in press.

Fewell, R. R., Langley, B., & Roll, A. Informant versus direct screening: A comparative study. Diagnostique, 1982, 7(3).

Fewell, R. R., & Sandall, S. R. Assessment of high-risk infants. In E. Allen & E. Goetz (Eds.), Early childhood education: Special environmental and legal considerations. Rockville, MD: Aspen Systems, 1982, in press.

Fewell, R. R., & Sandall, S. R. Curricula adaptations for the young handicapped child. Topics in Early Childhood Special Education, 1982, 2(4).

Fewell, R. R., & Vadasy, P. R. Learning through play. Hingham, MA: Teaching Resources, 1982, in press.

Folio, R., & Fewell, R. R. Peabody developmental motor scales. Hingham, MA: Teaching Resources, 1982, in press.

Garwood, S. G., & Fewell, R. R. (Eds.). Educating handicapped infants: Issues in development and intervention. Rockville, MD: Aspen Systems, 1982, in press.

Activity 1.4: Conduct needs assessment to determine awareness needs of field

Criteria: 80% of questionnaires received

A total of 65 questionnaires about the Down Syndrome Program were sent out to programs to determine their awareness and training needs. A total of 32 questionnaires were returned, almost 50%. Appendix B contains the results of the survey. Many respondents said they needed additional information on assessment instruments for infant and preschool, and references on early

intervention effectiveness. This spring, the Communication Program also conducted a needs assessment and products evaluation. Appendix B contains the results of this evaluation, which garnered a 67% return rate (35 returned out of 53 sent out). Some of the journal articles and book chapters listed above in Activity 1.3 have meet these field needs.

Activity 1.5: Develop two new awareness materials

Criteria: At least two new awareness materials produced

The Model Preschool staff have designed one of the most novel awareness tools in the field--a briefcase-sized electronic true-false quiz. Staff can carry the test to awareness conferences, set it up, and leave it, because it functions independently of an operator. The test-taker reads the question (there are ten of them), makes his or her choice, and presses the "True" or the "False" button. Lights and sounds in the machine tell the person whether his choice was correct. The machine also keeps track of the number of correct responses to each question for each test-taker, and accumulates a running total for the number of correct responses to each question for an entire day, if desired. Response to the electronic quiz has been delight and astonishment for the computerized machine itself and great interest in the answers to some of the questions posed. It is important for awareness materials first to attract a reader's interest. The machine attracts viewers, who can then test their knowledge. Many realize that they do not know as much about the subject of Down syndrome as they would like. The written answers and explanations to questions are handed out after individuals test their knowledge with the machine, so that they can remember the correct responses. The explanations contain source documentation. The address and telephone number of the Model Preschool Center is also listed for those who wish additional information about Programs for Children with Down Syndrome and Other Developmental Delays. So far, awareness questions and answers have been designed for the Down Syndrome Model; the Communication Model version was not completed due to time and budgetary constraints.

A 6-page awareness packet for the Communication Model was developed for the Washington State Facilitator Awareness Conference and sent to those requesting awareness information on the Communication Model.

A particularly successful information (and instructional) material developed this year has been "A Case for Early Intervention: Summary of Program Findings, Longitudinal Data, and Cost-Effectiveness," prepared by Tracy Antley and Rebecca Fewell in the summer of 1981. So far, over 200 copies of this 7-page fact sheet have been distributed. Of particular significance is the fact that most copies went either to advocacy groups or directly to every legislator at the state level in Washington, where the facts have been used to help lobby for continued funds for early childhood special education. Educational Service District 121, which is an intermediate educational agency covering King and Pierce Counties, has sent copies to all Directors of Special Education (approximately 30 districts), for use in meetings and memos to school board officials planning next year's school budgets. Many copies have been distributed in graduate-level special education classes at the University of Washington.

"Research Brief #4, Development of Feeding Skills in Down Syndrome Children," was completed in October of 1981. This is the newest in the series of research reports which seeks to answer frequently-asked questions put to our staff by teachers, parents, administrators, and others who work with Down syndrome children. Though basically informational in nature, these Research Briefs can also have direct classroom application.

Another resource document is the Down Syndrome Resource List, a compilation of the names and addresses of parent- and professional-directed journals, books, and pamphlets concerned with Down syndrome. Staff are often asked for references such as these.

Activity 1.6: Field test two new awareness materials

Criteria: At least 15 questionnaires returned

Over twenty people registered their comments on the computerized test machine mentioned in Activity 1.5, above. All thought the idea of a true-false machine was innovative and effective. They also found the questions stimulating and informative. The machine was fieldtested at other conventions and workshops during the rest of the project year.

An indirect form of feedback on the early intervention Fact Sheet has been the increased number of requests for copies from administrators and advocacy groups who have seen copies at various meetings and presentations.

Information feedback from the Communication Model Awareness Packet indicates that listing basic model components at the very beginning helped clarify the overall process for potential adopters.

Activity 1.7: Review existing materials for possible revision

Criteria: Recommendations for revisions

All of the awareness and information materials have been reviewed for possible revisions. Activity 1.8, below, lists some revisions completed since the beginning of the project year.

Activity 1.8: Revise awareness materials

Criteria: Awareness materials revised

The descriptions of both model programs were revised, as was an awareness slide-tape presentation used by the Communication Program. The slide-tape show, "Primary Directions," was revised for the February, 1982 awareness meetings. The Fact Sheet on early childhood special education has been revised. "Research Brief No. 2, Language Development in Down Syndrome Children," was revised in July, based on staff input and new research data. "Research Brief No. 1, Affective and Cognitive Development in Down Syndrome Infants," was also revised. The Down Syndrome Program and Communication Program Materials Lists have also been revised.

Activity 1.9: Disseminate new and revised materials

Criteria: Minimum of 250 pieces disseminated

We have far exceeded this goal. Seven State Facilitators have been sent awareness materials. Staff have distributed brochures and other awareness materials at several workshops and conferences, such as the Washington Speech and Hearing Association annual meeting and the Down Syndrome Congress. In some cases, other agencies have offered to disseminate our materials. The Washington State Preschool Planning Board, a planning and advocacy organization in Olympia, has ordered 500 copies of the Fact Sheet on early intervention to distribute to its members, to parents, administrators, and to legislators.

Activity 1.10: Evaluate effectiveness of disseminated materials

Criteria: Minimum of 5 returned questionnaires

Ten persons returned questionnnaires on the new Handwriting instructional guide; 6 found it very useful; 4 found it useful; no one found it to be unhelpful.

Objective 2: To develop, refine, and field test products for dissemination

Activity 2.1: Review existing materials for possible revision

Criteria for Success: At least ten materials reviewed

Twenty-four instructional materials for the Communication Model Program have been reviewed. Most of the 28 materials for the Down Syndrome Model have been reviewed.

Activity 2.2: Revise at least four instructional materials

Criteria: Four instructional materials revised

The following Communication Program materials have been revised:

1. Project: The Communication Model Program (discusses the three basic components and the team process included in the Communication Model);
2. Daily Activity Schedule (a planning format for teachers and clinicians to work together, expanded to a five-column sheet);
3. Areas to consider when screening or assessing;
4. Child Progress Data Form;
*5. Two training videotapes with segments sequenced by topics:
   - Topic 1: Complementary Classroom goals - 2 segments
   - Topic 2: Materials Management - 2 segments
   - Topic 3: Facilitating Style/Strategies - 2 segments
     Other examples of the above during story and snack activities - 2 segments
   - Topic 4: Staff Discussion of Goals and Targets

6. We revised the training materials packet by putting them into a loose-leaf notebook with dividers between the different topics or steps. Also, each section was run on different colored paper so that the topics and/or steps were coded by color, too.

Two Down Syndrome Research Briefs, Nos. 1 and 2, have been updated. These contain information which teachers can apply directly to their classrooms. For instance, No. 2, on language development in Down syndrome children, discusses the relative ages at which normal and Down syndrome children learn various parts of speech, and cites research which shows that retarded learners' language development follows the same basic stages only at different rates. As an example of how this might be applied to a classroom, a teacher might want to concentrate on introducing "what" questions at certain mental, rather than chronological ages, to developmentally delayed pupils.

Activity 2.3: Conduct needs assessment to determine what new materials are needed by the field.

Criteria: 80% of questionnaires received

Sixty-five questionnaires were mailed earlier this project year to selected sites which had received Down Syndrome Model materials. A total of 32 questionnnaires were returned. Appendix B contains the results of the survey. Continuing needs exist in the preparation of materials to help teachers conduct parent training and development, and to plan appropriate programs for children in all skills areas. A similar questionnaire was prepared for the Communication Model Program (see Appendix B). Out of 52 questionnaires mailed, 35 were returned, a 67% return rate.

Activity 2.4: Write, produce four new materials

Criteria: At least four new instructional materials produced

A new instructional guide, developed in direct response to field requests, is "Suggestions for Developing Handwriting." The document discusses normal development in pre-handwriting (drawing) and writing skills, includes suggestions for teaching writing and drawing skills, and lists motivation techniques to encourage young children to practice.

Pat Oelwein has produced five handouts and overhead projector transparencies to accompany training presentations. These new materials have enriched and enhanced training efforts.

The Communication Model staff have produced several new materials:

The Basic Elements of the Communication Model - Johanna Lewis, Jane Rieke
Enhancing the Team Process - Jane Rieke, Johanna Lewis
Guidelines for Use and Management of Materials - Peg Houden
(written material and slide-show) - Peg Houden
Selection and Use of Materials Work Sheet - Johanna Lewis, Peg Houden
Expectations for the First Follow-up Visit - Johanna Lewis, Peg Houden
Expectations for the Second Follow-up Visit - Johanna Lewis, Peg Houden

Facilitating Strategies Data Form Procedures - Johanna Lewis
Implementation Plan Expectations for Steps 1-3 - Johanna Lewis, Peg Houden
Facilitating and Managing Communication/Language
Opportunities for the Child (worksheet) - Johanna Lewis
Format on Child-Centered Team Meetings, with sample strength-concerns, programming checklists, and the ETC Form - Johanna Lewis, Peg Houden

Step 7: Decisions Are Made About Data to Monitor the Program - Johanna Lewis, Jane Rieke
Step 8: Insuring Program Implementation - Johanna Lewis, Peg Houden
Step 9: Sharing Data, Determining Progress and Planning Program Modifications as Needed - Johanna Lewis, Jane Rieke
Step 10: The Team Arranges to See if the Newly Learned Language is Occuring Naturally in the Environment - Jane Rieke, Johanna Lewis
Language Samples - Jane Rieke
Child Centered Team Meeting Videotape - Peg Houden, staff

Activity 2.5: Field test four new materials

Criteria: Field test new materials in five field sites

Fifty copies of the "Suggestions for Developing Handwriting" were distributed at the Down Syndrome Congress in Portland to teachers and parents from approximately 20 programs. An attached evaluation questionnaire asked them to evaluate the materials in their own classrooms and to send us comments on the material's usefulness. So far, response has been overwhelmingly positive (100% of returned questionnaires found the materials to be very useful or useful, N=10). The draft has been sent to several Down Syndrome Model adoption sites to solicit feedback, along with several other new items on which we need evaluation information.

Six of the new Communication Model materials listed above were field tested in 13 adoption and 2 turnkey sites during the Spring of 1982. Evaluation of the materials was obtained in the materials survey (see Appendix B).

Response by adoption and turnkey trainees to the newly revised divided and color-coded training notebooks was overwhelmingly positive. Several requests were made for the training basic elements notebooks to be formally printed, bound (and/or published) and sold to those receiving training. One adoption site (Tulsa County Developmental Center) printed (duplicated) and bound the training materials under soft cover.

Activity 2.6: Disseminate new and revised materials

Criteria: Minimum of 250 pieces of information disseminated

This minimum number has been far exceeded. Staff regularly distribute both awareness and information materials as appropriate at all workshops and conferences they attend. They also provide training sites with extensive materials. To cut duplication costs to the Outreach project, most replication/training sites make copies of all training materials from a single

set supplied beforehand by Outreach trainers. Many items are also disseminated in response to individual requests for materials.

Activity 2.7: Evaluate effectiveness of disseminated materials

Criteria: Minimum of five returned questionnaires

This spring, Communication Model materials were evaluated by 13 outreach and two turnkey sites. Staff were asked to rate the materials on how clearly they are written, how comprehensive they are, and what modifications should be made which will increase their usability and usefulness. Appendix B also includes evaluation data.

Objective 3: To provide training and technical assistance

Activity 3.1: Develop outreach training needs

Criteria: Outreach needs identified from at least ten programs

For the Communication Model Program 19 programs were identified as having training and technical assistance needs that could be provided by staff trained in components of the Communication Model Program. Twelve sites received training to replicate/adopt or adapt the basic elements of the complete Communication Model Program. Seven groups/sites received a basic awareness overview of the model or more in depth training in specific particular components of the Model. See Tables 1 and 2 for lists of sites served through adoption and technical assistance agreements. See Appendix A for letters thanking us for training.

Activity 3.2: Develop outreach agreements

Criteria: Outreach agreements signed with at least ten programs

Twenty-one programs identified as having needs have signed outreach agreements (See Table 1). For the Communication Model training 15 of 19 signed a formal agreement to receive training and 10 to replicate or implement the training provided. One site that received follow-up training (previously adopted) implemented the training without signing a formal agreement. One more site will sign an agreement if they can fund follow-up training themselves next year. Two sites received general awareness/overview training that did not require an agreement.

Activity 3.3: Plan and conduct demonstration center training

Criteria: Staff from at least seven programs complete training

Staff from twelve sites have received training in the Down Syndrome Model since the beginning of the project year. Seven sites have sent staff to the Model Preschool Center to receive training in the Communication Program Model. This total of 19 sites exceeds our 1981-1982 goal.

Activity 3.4: Plan and conduct field site training

Criteria: Staff from at least seven programs complete training

Staff have conducted initial or follow-up training at nine sites that are adopting the Down Syndrome Model. Staff from the remaining two programs received their initial Communication Program Model training at their own or another field site near their own site. Seven of the 19 programs received formal follow-up training and feedback (verbal and written) at their own program site. The number of follow-up ranged from one to three per site.

Activity 3.5: Administer pre- and posttests to trainees

Criteria: Significant increase in post- over pretest scores

All initial formal training sessions on the Down Syndrome model begin with a pretest and end with a posttest. Staff keep copies of all test scores, and use pre-/posttest results to modify future training sessions. On-site follow-up training includes observations and immediate feedback. Figure 1 shows pre-/posttest scores for participants at several Down Syndrome Model workshops. Staff from four of the five programs that replicated (and adopted) the total Communication Model this past year took formal pre-post tests at the beginning and at the end of their initial training (see Figure 2).

	Total Number Attended	N	$\bar{X}$ Percent Pretest Score	$\bar{X}$ Percent Posttest Score
Birth-to-Three Workshop (1 week) Experimental Education Unit	24	21	31	93
Adoption Workshop (1 week) Experimental Education Unit	25	19	34	95
Adoption Workshop Center for Human Development, Durant, OK (3 days)	12	6	30	91
Bethel Infant Program, EEU (2 days)	2	2	22.5	92.5
St. Maries, ID and Tillamook, OR staff (1 day) Experimental Education Unit	4	4	57.5	97.5
Exceptional Children's Foundation, Los Angeles, CA (1 day)	22	14	69	94
San Juan Unified School District Sacramento, CA (2 days, 2 sessions)	110	10* 9*	57 54	92 91
D.S. Adoption Workshop Ada Public Schools, Ada, OK (3 days)	41	17	16	80
D.S. Adoption Workshop Early Childhood Education Rigel School, Anchorage, AK (2 days)	22	11	31	82
D.S. Adoption Workshop Brigham Young University Oakridge School, Provo, UT (2 days)	34	7	26	88
Colville Public School (1 day)	7	3	66	100

Figure 1: Mean Percent Correct Scores for Pretests and Posttests Taken by Workshop Participants.

	Total Number Attended	N	$\bar{X}$ Percent Pretest Score	$\bar{X}$ Percent Posttest Score
D.S. Adoption Workshop S.T.E.P., Center Richmond Unified School District El Cerrito, CA	17	12	28	89
Exceptional Parents, Unlimited, Fresno, CA	27	13	58	88
EEU Workshop: Superior Public Schools, Superior, NE Haines Borough School District Haines, AK Infant Learning Program Petersburg, AK Hi-Line Home Programs, Inc. Glasgow, MT	6	6	65	98
Technical Assistance Training (EEU) Infant Program, Kodiak, AK	1	1	50	90

*Sampling from total of 110 participants

Figure 1: Mean Percent Correct Scores for Pretests and Posttests Taken by Workshop Participants.

Activity 3.6: Evaluate training delivered

Criteria: Minimum of 3 on a 5-point rating scale

In addition to completing pre- and posttests, trainees also complete an Evaluation of Training Form after each session. Like the pre-/posttests, results of evaluations are used to improve future training sessions in order to make training more responsive to field needs. Figure 2 shows evaluations from 18 workshops.

Workshop	Total Number Attending	Total Number Evaluated N	$\bar{X}$ Evaluation (1 = Poor, 5 = Excellent)
Down Syndrome Program			
Birth-to-Three Workshop Experimental Education Unit	24	22	4.5
Adoption Workshop Experimental Education Unit	25	19	4.7
Center for Human Development Durant, OK	12	7	4.3
St. Maries, ID and Tillamook, OR at Experimental Education Unit	4	4	3.6
Exceptional Children's Foundation Los Angeles, CA	22	15	4.5
San Juan Unified School District Sacramento, CA (2 sessions)	110	15* 9*	4.7 4.8
D.S. Adoption Workshop Ada Public Schools, Ada, OK	41	44	4.1
D.S. Adoption Workshop Early Childhood Education Rigel School, Anchorage, AK	22	15	4.5
D.S. Adoption Workshop Brigham Young University Oakridge School, Provo, UT	34	31	4.4
D.S. Adoption Workshop S.T.E.P., Center Richmond Unified School District El Cerrito, CA	17	11	4.5
Technical Assistance Training Exceptional Parents, Unlimited Fresno, CA	27	15	4.3
EEU Technical Assistance Workshop: Superior Public Schools, Superior, NE	6	6	4.7

Figure 2: Mean Evaluation of Training Scores from Workshop Participants

Workshop	Total Number Attending	Total Number Evaluated N	$\bar{X}$ Evaluation (1 = Poor, 5 = Excellent)
Infant Program, Kodiak, AK (EEU)	1	1	4.4
Communication Program			
Communication Model Replication Workshop Tulsa County Developmental Center Tulsa, OK	10		4.6
Communication Model Overview Workshop Southlake Special Services; St. Maries, ID Tillamook County ESD; Tillamook, OR	4		4.8
Communication Model Replication Follow-Up Workshop Central Valley School District Spokane, WA	6		4.9
Communication Model Replication Workshop Guild School; Spokane, WA	4		4.5
Communication Model Replication Workshop Spokane School District Spokane, WA	10		4.5
* Sample from 110 participants			

Figure 2: Mean Evaluation of Training Scores from Workshop Participants

Activity 3.7: Follow-up of training by phone, letter, or site visit

Criteria: At least one follow-up contact per program

All programs receiving training stay in touch with Outreach staff throughout the project year, and often beyond that time. Staff have made followup phone calls to each site and have exchanged letters with all of them. Site visit follow-ups are less frequent, due to funding limitations; however, some sites are re-visited if they have particular problems which cannot be solved any other way.

Activity 3.8: Year end review of assistance provided

Criteria: At least 90% of all contractual commitments achieved

100% of the contractual and agreed upon commitments were met. Due to scheduling problems, we were unable to complete 2 agreements--one followup site visit and one technical agreement.

Data are still being collected from Outreach sites which indicate child gains over the 1981-1982 year. These data will soon be analyzed in order to evaluate the effectiveness of training on children's skills gains.

Objective 4: To participate in workshops and conferences; to coordinate with Institutions of Higher Education

Activity 4.1: Identify workshops and conferences

Criteria for Success: At least five conferences and workshops identified

Staff have identified over a dozen conferences and workshops at which they presented information about and training in the validated models.

Activity 4.2: Attend workshops and conferences to share information

Criteria: Attendance at five workshops

Staff have presented at the following 11 conferences:

Down Syndrome Congress, Portland, OR
Washington Speech and Hearing Association Annual Meeting, Seattle, WA
Down Syndrome International Conference, Mexico City, MEXICO

Washington State Facilitators Meeting, Seattle-Tacoma Airport, Seattle, WA
Washington State Facilitators Meeting, Spokane, WA
Council for Exceptional Children National Convention, Houston, TX
American Association on Mental Deficiency, Boston, MA
North Dakota Council for Exceptional Children Convention, Minot, ND
The Association for the Regional Education of the Visually Handicapped, Vancouver, B.C.
Training of Diagnosticians, Midland, TX
Nebraska Statewide Conference on Sensory Impaired Children, Lincoln, NE

Activity 4.3: To follow up on significant contacts made at conferences and workshops

Criteria: Minimum of five contacts established

Dr. Fewell spoke in Edinburg, Texas in November as a result of contacts made in Houston last spring at a conference and spoke in Midland, Texas this spring from similar contacts. A presentation to Early Childhood Educators in Wichita, Kansas last spring produced a request for another presentation this fall. A graduate student from Kansas enrolled in our program and was instructed in our Down Syndrome Demonstration classroom and in our SEFAM project.

From the Down Syndrome Congress contacts, Rosalie Faith, from Down Syndrome League requested workshops for parents and professionals in Orinda and Concord, California. These requests were met. Gwen Roemisch, parent trainer of Tillamook ESD, Oregon requested materials and training. Two people came to the EEU for training. Karen Newman of Downey, California called and wanted training. She was referred to the workshop at the Exceptional Children's Foundation in Los Angeles. We responded to numerous requests for materials after the conference. As a result of the workshop at STEP Center, we received five requests for Adoption Agreements. Adoption Agreements were sent; we were unable to follow through on these agreements because funding was not renewed.

Follow-up on a contact made by a participant in the workshop in Durant, OK led to the adoption workshop and consequent adoption in Ada, OK, plus the workshop at the Down's Syndrome Parents Association in Oklahoma City, OK. Also as a result of the Durant Workshop, Bill Cassaboon of the Cooperative Education Program for Handicapped Children in Oklahoma City requested training for adoption, but neither the program nor the Outreach Project had sufficient funds.

A follow-up of a contact made at the Awareness Workshop in Concord, California, resulted in training for the DS Adoption at S.T.E.P. Center in El Cerrito, California and five requests for adoptions.

Follow-up from the WSHA Convention in October, 1981 initiated plans for and subsequent training of the following sites for the following purposes:

Federal Way S.D. - Training to certify three turnkeys
Spokane S.D. - Initial trainers training and follow-up to adopt the Communication Model in four preschool classrooms in assessment and management.
E.S.D. #101 - Training for one speech clinician working with children birth - 5 years.

Activity 4.4: Work with college and university training programs

Criteria: Minimum of five IHE contacts

Staff are now working with 11 colleges and universities. The type of cooperation ranges from assistance in establishing outreach adoption sites, to arranging for UW credit for local teachers attending training sessions.

Following is a listing of colleges and universities that have received or will receive Outreach assistance.

University of Washington, Seattle, WA
- Area of Special Education, College of Education
- School of Nursing
- School of Social Work

Clark Community College, Vancouver, WA
Southeast Oklahoma State University, Durant, OK
Bakersfield Community College, Bakersfield, CA
Brigham Young University, Provo, UT
Seattle Central Community College, Seattle, WA
University of Minnesota, Duluth, MN
Howard University, Washington, D.C.
University of Nebraska, Lincoln, NE
North Seattle Community College, Seattle, WA
Contra Costa College, Contra Costa, CA

Objective 5: To provide assistance to SEAs and other state agencies

Activity 5.1: Develop a list of key agencies at the state level

Criteria for Success: At least ten agencies in a total of five states identified

Staff have identified 3 state education agencies, 9 State Facilitators, and 4 other state-level agencies (such as developmental disabilities, social and health services, etc.).

Activity 5.2: Work with key state level agencies

Criteria: At least six agencies contacted and assisted

Staff have written letters to 9 State Facilitators, advising them of the types and availability of training through the Model Preschool Outreach grant. Facilitators have also received brochures on the programs. The Model Preschool Director helped evaluate Washington state preschool programs for the Office of the Superintendent of Public Instruction this year. Dr. Fewell has also served on the Advisory Development Committee for developing the State Plan for the Education of Preschool Handicapped Children in Washington State. Collaboration with the Washington State Education Agency is ongoing and various (see Objective 6), and we work closely with the Washington State Facilitator's office. The Department of Social and Health Services received Outreach services through training delivered to Developmental Disabilities program staff around the state. Staff also work with Head Start agencies.

Objective 6: To work through established networks in an interdisciplinary approach

Objective 6.1: Develop list of key agencies which will work to deliver services

Criteria for Success: Minimum of 15 agencies on list

Staff have cooperated with two other projects located at the Experimental Education Unit to develop a resource guide of collaborative services for preschool children in Washington State. Early Childhood Connections is a joint project of the Outreach staff and the Regional Interagency Center and the Single Portal Intake Project. This directory lists collaborative activities throughout the state which exemplify interagency cooperation to provide better services to young handicapped children and their families. One example is a coordinated effort among hospitals, Head Start, and several nearby local education agencies; another example of such an effort is coordination among a developmental disabilities center (funded by the Department of Social and Health Services), several institutions of higher education, Head Start, a city service agency, and several school districts. The guide can be used by families seeking services, and by other service agencies seeking models for collaborative efforts. Over 40 agencies are included in the Directory.

Researchers, master teachers, and professors have visited the Model Preschool Center this year from several foreign countries. They have spent between one week and six months here learning about our procedures for working with young handicapped children. Counties represented include Australia, Japan, Canada, Mexico, and New Zealand.

Activity 6.2: Design strategies for interagency cooperation

Criteria: Strategies for 15 agencies designed

It is difficult to design just one strategy which will cover all potential cooperative efforts. Therefore, staff are working to compile a list of the basic types of collaborative activities. This list will be completed in the spring from its present draft form.

Activity 6.3: Implement standard interagency agreement form

Criteria: 15 interagency agreements

The existing Technical Assistance Agreement Form is being modified for use with a wider variety of agencies, and for a wider variety of collaborative activities. The Form has proven valuable so far and agreements have been made with eleven sites.

Staff are working with the Single Portal Intake Project staff to develop transition agreements for the movement of children from one preschool site to another. For instance, children often move from either Head Start or developmental disabilities programs into local education agency programs at age five or three. A clearly-defined agenda for that transition will help alleviate strained relationships among parents and staff from both programs, as well as help children move into new programs with a minimum of program disruption.

Activity 6.4: Implement decision-making flow chart for coordination

Criteria: Flow chart implemented

Staff completed only a draft before the end of the funding period.

Activity 6.5: Monitor all interagency service delivery

Criteria: 90% of all service contracts followed up by written report to us

All contracts, whether for Technical Assistance or Model Adoption, are followed up by written reports.

Outreach Turnkey Sites

Five adoption programs have been readied for turnkey status. They represent exemplary model replications whose staff have worked for several years with Center staff. All turnkeys receive intensive training to prepare them to become trainers in turn. The five sites are described below.

Muscogee County School District, Columbus, GA (Down Syndrome Model)

Ms. Carla Randle, a certified trainer of the Down Syndrome Model, has already trained teachers in three other district classrooms, as well as maintaining her own exemplary classroom of 13 children. She also trains practicum students from nearby Columbus College, helping them learn the procedures perfected at the Model Preschool. She frequently is a guest lecturer in special education classes at the college. Ms. Randle has developed her own slide presentation, illustrating the model components at work in her own classroom. She presents at workshops and conferences throughout the South on the model program. Carla Randle was selected Teacher of the Year of the Muscogee County School District 1981-82.

Helena School District, Helena, MT (Down Syndrome Model)

Mr. Joe Furshong is the local certified trainer at Smith School. He trained the new replacement teacher in the second adoption classroom to implement the Down Syndrome Model program. The Montana State Facilitator has been notified that Joe is available to train Montana teachers in the model.

PRIDE Program, Clark College, Vancouver, WA (Down Syndrome Model)

This program has been an exemplary Down Syndrome Model adoption site for several years. Ms. Nancy Warren has been training college staff for several years in the model components. She also works extensively with parents of young handicapped children, and coordinated with other college faculty. She and her staff have developed a two-projector slide-tape production of their model adoption. This production was well-received at the Portland Down Syndrome Congress Annual Meeting; they have expanded the format to include a color video copy by popular request.

Federal Way School District, Federal Way, WA (Communication Model)

Staff at the Early Childhood Unit have replicated the Communication Model in four classrooms: three preschool/kindergarten-age and one for primary age students, mainly Down syndrome. Chuck Zimmerman, supervisor of the program, requested to become a turnkey site for the 1981-82 years. His staff of 2 teachers and 1 clinician have been trained in the model and the CDS for the program received her masters degree from the UW and participated in an internship at the Model Preschool Center. The Federal Way trainers will be training staff within their own district and in other Washington school districts, as funding permits.

Duluth School District and the University of Minnesota at Duluth, MN (Communication Model)

The state of Minnesota has received some of the most intensive awareness and training in the Communication Program Model over the past four years. Two week-long replication workshops were presented by Outreach staff in the summer of 1980, for which the University of Minnesota provided credit. Three clinicians and 2 educators completed training and were certified. Duluth Public Schools have implemented the model in all of their preschool/ kindergarten age special needs classrooms for handicapped children. The University is training college students in yet another model demonstration classroom. These are graduate and undergraduate students in special education and communication disorders. The Public Schools this year extended the model into a Head Start program and one primary learning disabilities classroom. Training for Duluth Public School and University of Minnesota staff was conducted in March and May to enable them to become turnkey demonstration and training sites in the future. Funding for this training came from a special grant through the Department of Special Education Dean's Grant at the University of Minnesota, and through Duluth Public Schools.

Staff in these five sites have been well-trained in the models and have successfully assisted other sites in replicating the models in their own districts. Sites are now fully operational.

Conclusion

This document is the final Annual Report of the Model Preschool Center for Handicapped Children. For 14 years, the Model Preschool has been one of the leading institutions in this country for the study of early childhood education for the handicapped. Many of the seminal publications in the field were written by the Model Preschool staff. The model demonstration classrooms at the Center established standards for what "should be" in classes for young handicapped children. Model Preschool staff presented yearly at every major conference having to do with handicapped children. Staff produced over 200 procedural manuals, teaching guides, assessment tools, and informational materials for teachers and other professionals. The Model Preschool's early commitment to parent involvement set the tone for parent-teacher cooperative efforts throghout the country. Without exaggeration, the Model Preschool Center for Handicapped Children has played a major role in changing the nation's outlook on the early potential of handicapped children.

The reputation of the Model Preschool Center is well-deserved. Under founding Director Alice H. Hayden, and later under Dr. Rebecca R. Fewell, the Center has consistently met and exceeded all of its program objectives, objectives which expanded each project year as the needs of the field changed and intensified. Yet the Center's goals remained the same--to explore new, more effective ways of teaching young handicapped children; to train teachers in these novel procedures; to teach parents to be effective partners in the education of their children; and to "spread the gospel" of the effectiveness of early childhood education as widely as possible.

Today, the pioneering methods of the Model Preschool have become the norm in many handicapped preschool programs. That our diagnostic-prescriptive methods and specific teaching procedures are no longer unique is a great credit to our training and dissemination process. That early childhood education for the handicapped has remained a funding priority despite competing programs is also a credit to the Model Preschool Center, and to the Handicappedc Children's Early Education Program which awarded us one of its original grants.

TABLE 1

MODEL PRESCHOOL ADOPTION AGREEMENT SITES 1981 - 1982

Agency	Location
Down Syndrome Program Model	
Center for Human Development	Durant, OK
Bethel Infant Program	Bethel, AK
East Pierce County Special Services	Sumner, WA
Southlake Special Services	St. Maries, ID
Los Angeles Unified School District	
Blythe Elementary School	Receda, CA
Ada Public Schools	Ada, OK
Stanwood Public Schools	Stanwood, WA
Oakridge School,	Provo, UT
Regional Early Education Center (RECEP)	Provo, UT
Anchorage Public Schools, Rigel School	Anchorage, AK
Developmental Center	Tulsa, OK
Richmond Unified School DIstrict	Richmond CA
Communication Program Model	
Ferndale School District	Ferndale, WA
Guild School	Spokane, WA
Spokane School District	Spokane, WA
Educational Service District 101	Spokane, WA
Central Valley School District	Spokane, WA
Duluth School District	Duluth, MN
Southlake Special Services	St. Maries, ID
Developmental Center	Tulsa, OK

TABLE 2

TECHNICAL ASSISTANCE AGREEMENT SITES 1981 - 1982

Agency	Location
Down Syndrome Program Model	
Tillamook County ESD	Tillamook, OR
Exceptional Children's Foundation	Los Angeles, CA
San Juan Unified School District and Sacramento County Office of Special Education	Sacramento, CA
YMCA Day Care, Green Lake School	Seattle, WA
Bakersfield Community College	Bakersfield, CA
Down Syndrome League	Orinda, CA
Down Syndrome Parents Group	Oklahoma City, OK
*Colville Public Schools	Colville, WA
*Stanwood Public Schools	Stanwood, WA
*PRIDE, Clark College	Vancouver, WA
*Early Childhood Learning Center, Aster Elementary	Astoria, WA
Exceptional Parents, Unlimited	Fresno, CA
Superior Public School	Superior, NE
Haines Borough School District	Haines, AK
Infant Learning Program	Petersburg, AK
Hi-Line Home Programs, Inc.	Glasgow, MT
Northwest Center	Seattle, WA
Oklahoma City Parent's Association	Oklahoma City, OK
Parents Helping Parents	Watsonville, CA
Infant Program	Kodiak, AK

TOTAL: 11 sites

*Previous adoption sites

Communication Program Model

Educational Service District #101	Spokane, WA
Moore Public Schools	Moore, OK
Southern Oregon State College preschool lab program	Ashland, OR
Lake Stevens Schools	Lake Stevens, WA
Mountain Home Adult and Child Development Center	Mountain Home, ID
Southlake Special Services	St. Maries, ID
Western Hills Area Education Agency #12	Sioux City, IA
Tillamook County ESD	Tillamook, OR
North Seattle Community College	Seattle, WA
Lexington School for the Deaf	Jackson Heights, NY

Total: 10 sites

Appendix

Appendix A: Letters of support thanking us for assistance

Appendix B: Results of Materials and Training Needs Surveys

Appendix A: Letters of support thanking us for assistance

UNIVERSITY OF MINNESOTA
DULUTH

College of Education

Department of Communicative Disorders
Speech–Language–Hearing Clinic
2400 Oakland Avenue
Duluth, Minnesota 55812

(218) 726–7974

May 20, 1982

Dr. James I. Doi
Dean and Professor of Education
College of Education
University of Washington
222 Miller Hall, DQ-22
Seattle, Washington 98195

Dear Dr. Doi:

We have had the good fortune to have worked with several Outreach Trainers and staff from the Model Preschool Center at the University of Washington since March 1979. As university faculty and administrators at the University of Minnesota, Duluth, College of Education, we are charged with the responsibility of providing quality and relevant clinical practica/student teaching for students in our respective departments. We are impressed with the excellent interdisciplinary in-classroom teaming approach represented by the Model Preschool Center's Communication Program. We have pursued our interest in the approach, gaining the cooperation of university faculty as well as public school administrators and classroom staff, culminating in a IV-C grant to replicate the model in two public school classrooms. Additionally, Dr. Helen Carlson, Department of Professional Education, Early Child Care and Development Programs, and Joan Larsen, Clinic Coordinator, Department of Communicative Disorders, participated in the training and initiated our own on-campus model classroom as a practicum/observation site for students in communicative disorders, early child care and development, and special education.

We have valued the high competence, interest and expertise offered by the University of Washington EEU staff. Last week, a group of six of us representing communicative disorders, early child care and development, elementary education and special education in the university and the public schools, completed "turn-key" training through Ms. Johanna Lewis, Training Coordinator, Communication Model Replications, University of Washington. We are proud to have established Duluth as the first turn-key site for the Communication Program and look forward to disseminating this in-classroom team process in the midwest region of the United States.

As a part of UMD's Dean's Grant Project, our campus participated in the recent National Support Systems Project conference. We noted that the University of Washington College of Education was also represented at the conference. The entire theme of the conference, and the philosophical base for Dean's Grant

Dr. James I. Doi
May 20, 1982

Projects in general, are consistent with several of the model classrooms at the University of Washington Experimental Education Unit, including the communication programs. In light of Ed Sontag's comments in his Friday luncheon address regarding the need for Dean's Grant proposals to go a step further and have student practicum components, we felt the need to contact you in support of the activities at the EEU. Oftentimes institutions may not be fully aware of their already-existing staff and programs that exemplify the ideals toward which these national meetings motivate us to strive.

We know and share the frustrations of budget crises and the need to reallocate resources within and across colleges and departments. As your university struggles with these real concerns, it is our hope that the value and potential of your Experimental Education Unit and its model programs will be recognized and retained. You have the nucleus of student practicum placement sites through the EEU for modeling interdisciplinary processes. You also have the critical element of high quality personnel staffing these programs to bridge the gap between learning through traditional lecture and actual classroom student teaching/practicum experience.

Best Wishes,

Larry K. Bright

Larry K. Bright, Dean, College of Education

Helen Carlson

Helen Carlson, Ph.D., Department of Professional Education

Ash M. Hawk

Ash M. Hawk, Ph.D., Department of Communicative Disorders

Joan Larsen

Joan Larsen, M.S., Department of Communicative Disorders

Vern Simulua

Vern Simulua, Associate Dean, College of Education
Department of Special Education

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cc: Dr. Joseph Jenkins
Dr. Rebecca DuBose Fewell
Dr. Fred Minifie

Tracy

MAY 1 2 1982

STATE OF IDAHO

DEPARTMENT OF HEALTH AND WELFARE
WELFARE & HEALTH SERVICES CENTER

520 East 8th North
Mtn. Home, ID 83647
Telephone A/C (208) 587-[illegible]

May 10, 1982

Rebecca R. Fewell, Ph.D.
Project Director
Model Preschool Outreach Program
Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, WA 98195

Dear Dr. Fewell:

I wanted to take the opportunity to express my appreciation to the staff of the Experimental Education Unit for the fine training our Center has received over the past two years.

It was my pleasure to follow our on-site visits with a trip to the EEU. I spent two days in observation and consultation. The information I received was most valuable. Johanna Lewis did an excellent job of coordinating my visit and spent much time consulting with me while I was there.

A sincere thanks to you and your staff for everything.

Respectfully,

Sharon Hodges
Site Supervisor
Adult/Child Development Center

SH:ac
cc: Johanna Lewis

EQUAL OPPORTUNITY EMPLOYER

RICHMOND UNIFIED SCHOOL DISTRICT
1108 BISSELL AVENUE
P. O. Box 4014
RICHMOND, CALIFORNIA 94804
Telephone (415) 234-3825

R. W. LOVETTE
SUPERINTENDENT OF SCHOOLS

May 28,1982
S.T.E.P. Center
Barrett and Tassajara
El Cerrito, CA 94530

Dr. Rebecca Fewell
Project Director
Model Preschool Outreach
EEU WJ-10
University of Washington
Seattle, WA 98195

Dear Dr. Fewell,

One of the pleasures I have as the Staff Development Specialist is to thank workshop presenters for their unique contribution to the total special education program.

Pat Oelwein of the Model Preschool Outreach Project recently completed an intensive and excellent two-day training with our preschool teachers.

Participants were excited about what they gained from the two days. Many of them expressed this by such comments as, "stimulating," "energetic," "exciting," "well organized," "loaded with ideas."

To make this training even more successful, the teachers are willing to adopt some components of the program and receive on-site training. We all sincerely hope that follow-up training will be possible next year. This follow-up will be crucial to the success of this program in our district.

Thank you again for providing our district with such an excellent program.

Sincerely,

Kathy Perez

Kathy Perez
Staff Development/Curriculum
Specialist

KP/jj

cc: Pat Oelwein

MAY 2 ? 1982

DULUTH PUBLIC SCHOOLS

INDEPENDENT SCHOOL DISTRICT 709
LAKE AVENUE AND SECOND STREET, DULUTH, MINNESOTA 55802

EARLY CHILDHOOD
HANDICAPPED PROGRAM

Lowell Elementary School
155 West Central Entrance
Phone: (218) 722-3775

May 17, 1982

Dr. Rebecca Fewell
Child Development and Mental Retardation Center
Experimental Education Unit
University of Washington
Seattle, Washington 98195

Dear Dr. Fewell:

I wanted to communicate our appreciation for your commitment to the Duluth Early Childhood Handicapped Program. You have gone beyond your initial financial commitment to allow our staff to become turn-key trainers. In particular, I want to thank you for funding Johanna Lewis' last visit.

Johanna has been a most effective resource over the past 2½ years. Her teaching style, organization, flexibility, and working knowledge of the Communication Model have contributed to the success of the Model in our program. Our staff response has been most positive and we hope that Johanna will be available should additional training for turn-key be needed.

Again, many thanks for all of your help and support.

Sincerely,

Darlene Bell

Darlene Bell
Supervisor

DB/dle

RICHMOND UNIFIED SCHOOL DISTRICT
1108 BISSELL AVENUE
P. O. Box 4014
RICHMOND, CALIFORNIA 94804
Telephone (415) 234-3825

R. W. LOVETTE
SUPERINTENDENT OF SCHOOLS

May 28,1982
S.T.E.P. Center
Barrett and Tassajara
El Cerrito, CA 94530

Dr. Rebecca Fewell
Project Director
Model Preschool Outreach
EEU WJ-10
University of Washington
Seattle, WA 98195

Dear Dr. Fewell,

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To make this training even more successful, the teachers are willing to adopt some components of the program and receive on-site training. We all sincerely hope that follow-up training will be possible next year. This follow-up will be crucial to the success of this program in our district.

Thank you again for providing our district with such an excellent program.

Sincerely,

Kathy Perez

Kathy Perez
Staff Development/Curriculum
Specialist

KP/jj

cc: Pat Oelwein

HOWARD UNIVERSITY
WASHINGTON, D.C. 20059

PROJECT IMPACT
CSHCY/ICDFL

March 16, 1982

Dr. Rebecca F. Dubose, Project Director
Model Pre-School Outreach Program
Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195

Dear Dr. Dubose:

I would like to take this opportunity to thank you for providing the staff of Project IMPACT with the research briefs summarizing current literature on children with Down syndrome. Topics covered in the briefs are interesting, timely and relevant to appropriate stimulation for our children.

The need for immediate access to this type of information has existed for some time. In fact, I recently began assigning graduate, practicum, and intern students the task of doing literature reviews in selective and pertinent areas of study. You and your staff are to be commended on your very responsive and qualitative effort. Thanks for sharing: we will do likewise.

Best wishes for continued success.

Sincerely,

Rosa Trapp-Dukes

Rosa L. Trapp-Dukes, Ph.D.
Director/IMPACT

cc: Dr. V. Dmitriev

College of Education

UNIVERSITY OF MINNESOTA
DULUTH

Department of Communicative Disorders
Speech-Language-Hearing Clinic
2400 Oakland Avenue
Duluth, Minnesota 55812

(218) 726-7974

DEC 17 1981

December 11, 1981

Dr. Rebecca Fewell
Associate Professor
c/o Experimental Education Unit
CDMRC WJ10
University of Washington
Seattle, WA 98195

Dear Dr. Fewell:

I am writing to confirm Johanna Lewis' recent site visit (October 27, 1981) to our Communication Model preschool classroom. She observed the staff in the classroom and in a team meeting. Her feedback and suggestions to us were, as usual, supportive and relevant.

It is hard not to be totally discouraged these days with the threat of staff/faculty retrenchment at our University and, as I understand it, at the University of Washington. I have greatly appreciated the outreach consultation that the University of Washington EEU Outreach Trainers have been able to provide. The quality of their assistance has been excellent.

I hope that your program can survive these hard times.

Sincerely,

Joan Larsen

Joan Larsen, M.S., CCC/Sp
Clinic Coordinator
Speech-Language-Hearing Clinic

ek

UNITY, STRENGTH and PROGRESS

D. C. I.

BEST COPY AVAILABLE

DOWN'S CHILDREN INCORPORATED

Hon. President

Hon. Secretary

DOWN'S CHILDREN INC.,
Box 65, Post Office,
Burnside, South Aust.,
Australia. Phone ~~41 6751~~
70 7615

Dr. Alice Hayden
Experimental Education Unit,
CDMRC
University of Washington,
KATMC, Washington, USA

15th Jan, 1981.

Dear Dr Hayden,

[illegible]

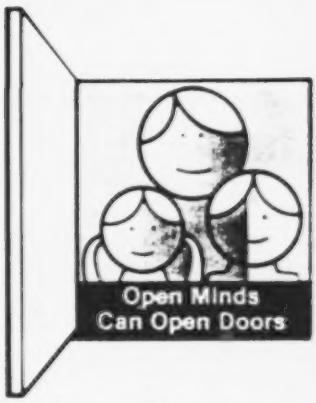
[illegible]

[illegible]

BEST COPY AVAILABLE

arc-Fresno
Association for Retarded Citizens
5755 E. Fountain Way
Fresno, California 93727

- FRESNO PRODUCTION CENTER
- KELSO ACTIVITY CENTER
- KELSO SOUTHEAST
- KELSO WEST
- BEST BY FAR
- CHIME SHOP
- CAMBRIDGE HOUSE
- ARC-INDEPENDENT LIVING
- CHILDRENS CENTER



Executive Offices: 5755 E. Fountain Way, Fresno, CA 93727 • Phone (209) 291-0611
E.P.U. Office: 420 N. Broadway, Fresno, CA 93701 Phone: 442-0283

June 11, 1982

Pat Oelwein
Child Development and Mental Retardation Center
Experimental Education Unit, WJ-10
University of Washington
Seattle, Washington 98195

Dear Pat,

This letter is to follow-up on the conference which you put on for us in May. Everyone who attended was excited and stimulated by the materials which you presented. While the conference was not as well attended as we had hoped we did have 13 parents, 6 educators and six people representing other disciplines such as speech, P.T., O.T., social work, nursing and psychology. While we didn't reach the number of people we had hoped we feel that we reached a very strong core of people from the community. We have had very positive feed back from the people attending the conference. I was particularly pleased that there were as many parents there as there were. I feel the parents will have the greatest impact on our school system here locally. This has been the case in the past, and I'm quite sure with the advocacy skills that the parents are gaining that this will continue.

I'm sure you will remember that there was very good media coverage of the conference. I was able to watch the evening news on two different stations and the information that they used regarding Down's Syndrome children was very appropriate and very positive. They showed pictures of your interaction with Joshua in a simulated teaching situation. We were all pleased by the quality of information which went out thru the television stations. I want to thank you for your patience in dealing with the television cameras.

Among the people who attended six chose to take the conference for credit. I am anticipating getting written assignments back from these people. I am hoping that the written assignment will facilitate their incorporating the information into their particular classroom situations.

The staff of our program was particularly stimulated

and motivated by the things which you discussed. We would be most interested in having you come back to give us further training and assistance in improving the way that we are serving Down's Syndrome children in our particular program. As we discussed the conference at our staff meeting the following week many of us felt that it would be helpful to have you come back and assist us in setting up better data collection systems. I would appreciate hearing further from you about how this could be arranged and the cost that would be involved to us.

I am sending a check from A.R.C.-Fresno for $280.00 to cover the cost of your air transportation round trip from Seattle to Fresno. We were unable to fully cover the costs of the conference and estimated that we were approximately $113.00 shy of covering these experiences. A.R.C. was most gracious in agreeing to cover this deficit as they felt that the conference was very worth while in meeting the goals of improving educational services for retarded individuals in our community.

On a personal note I want to thank you for your graciousness and for the sincerity and enthusiasm with which you presented the materials at the conference. It was truly a pleasure meeting you and getting acquainted with you. I hope that we will have opportunities in the future for working together again. I hope the remainder of your trip to California was pleasant and successful and again I want to thank you for coming to Fresno and being such an important part of our conference. If we can be of any further assistance to you in any way please do not hesitate to contact me.

Sincerely,

Marion M. Karian

Marion M. Karian
Exceptional Parents, Unltd.

MMK/kr

BEST COPY AVAILABLE

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Child Development & Mental Retardation Center
Experimental Education Unit, WJ-10

Dear

With much regret, we are informing all of our Outreach sites that we did not receive Handicapped Children's Early Education Project (HCEEP) funding for the school year 1982-83. However, this does not change our status as Joint Dissemination and Review Panel (JDRP) validated models (Communications Model and Programs for Children with Down Syndrome and Other Developmental Delays). We hope to have staff available to provide training and technical assistance to sites that are able to provide travel, per diem, and trainer fees.

It has been a pleasure working with you. We would like to continue to provide services to you, if local funds are available. We hope that our assistance has been helpful to you in providing better services to young handicapped children.

Sincerely,

Rebecca Fewell, Ph.D. Project Director
Model Preschool Outreach

Patricia Oelwein, M.Ed., Coordinator

Telephone: (206) 543-4011

Appendix B: Results of Materials and Training Needs Surveys

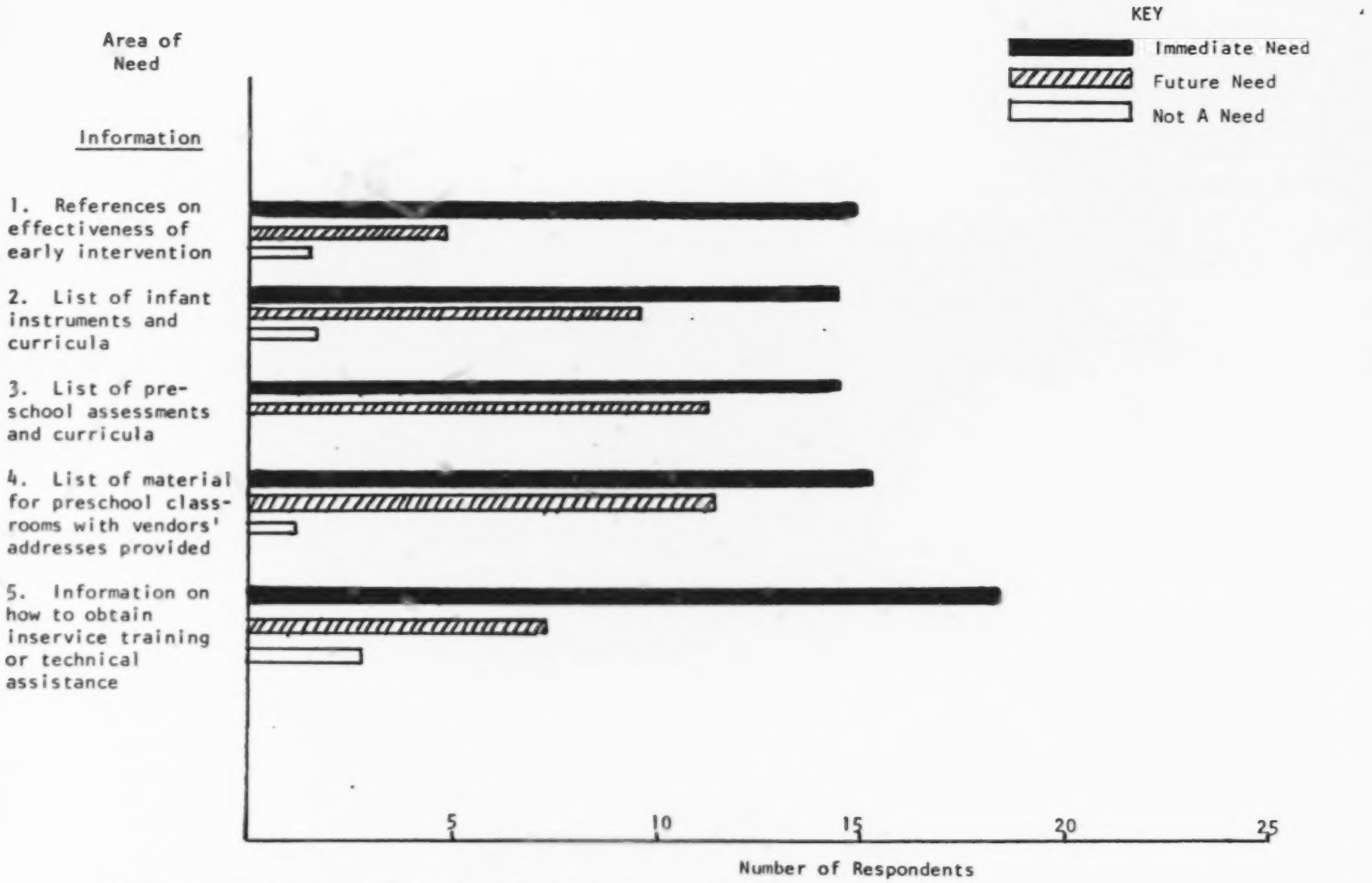


Figure 1: Instructional and Informational Needs in Field Sites

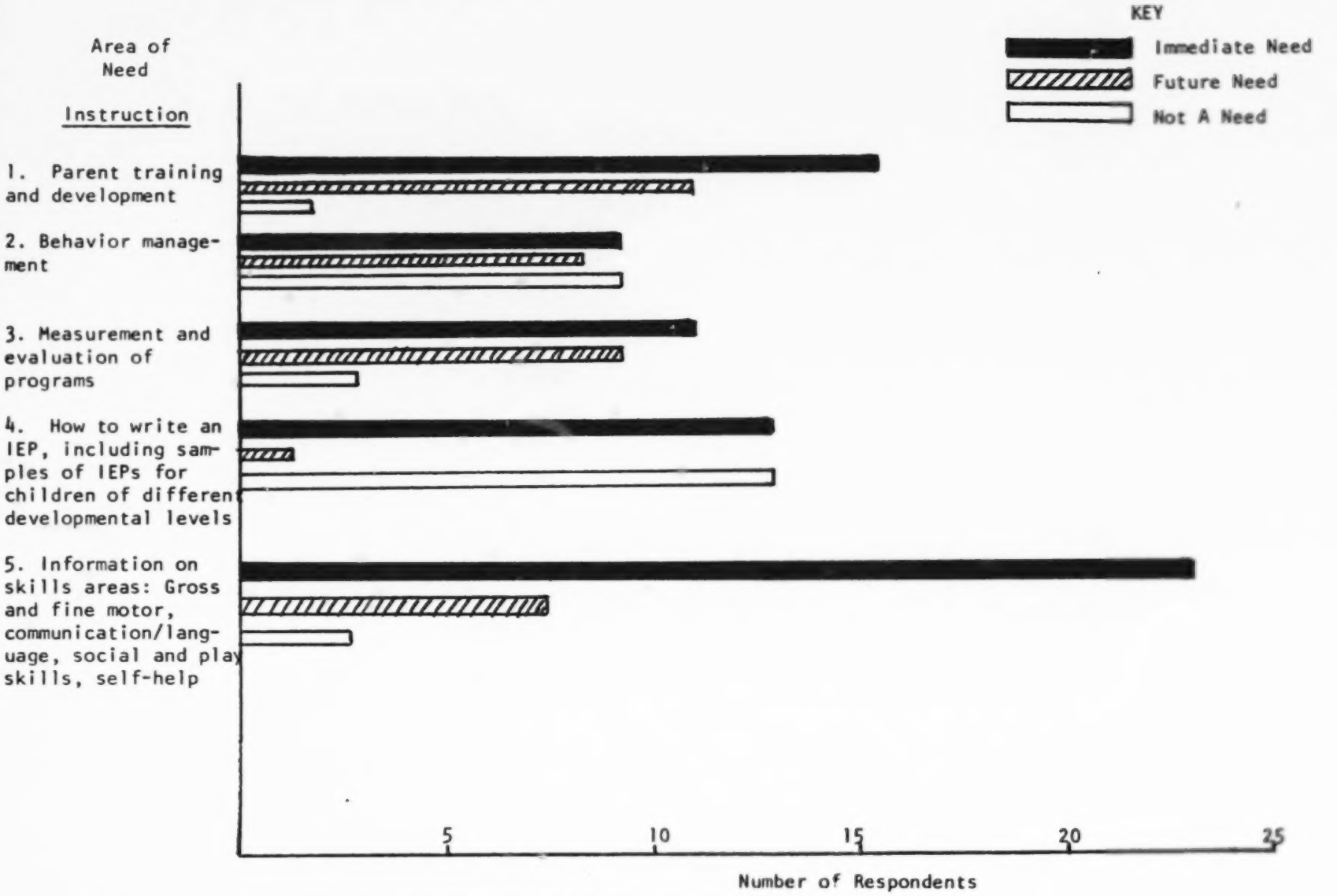


Figure 1: Instructional and Informational Needs in Field Sites

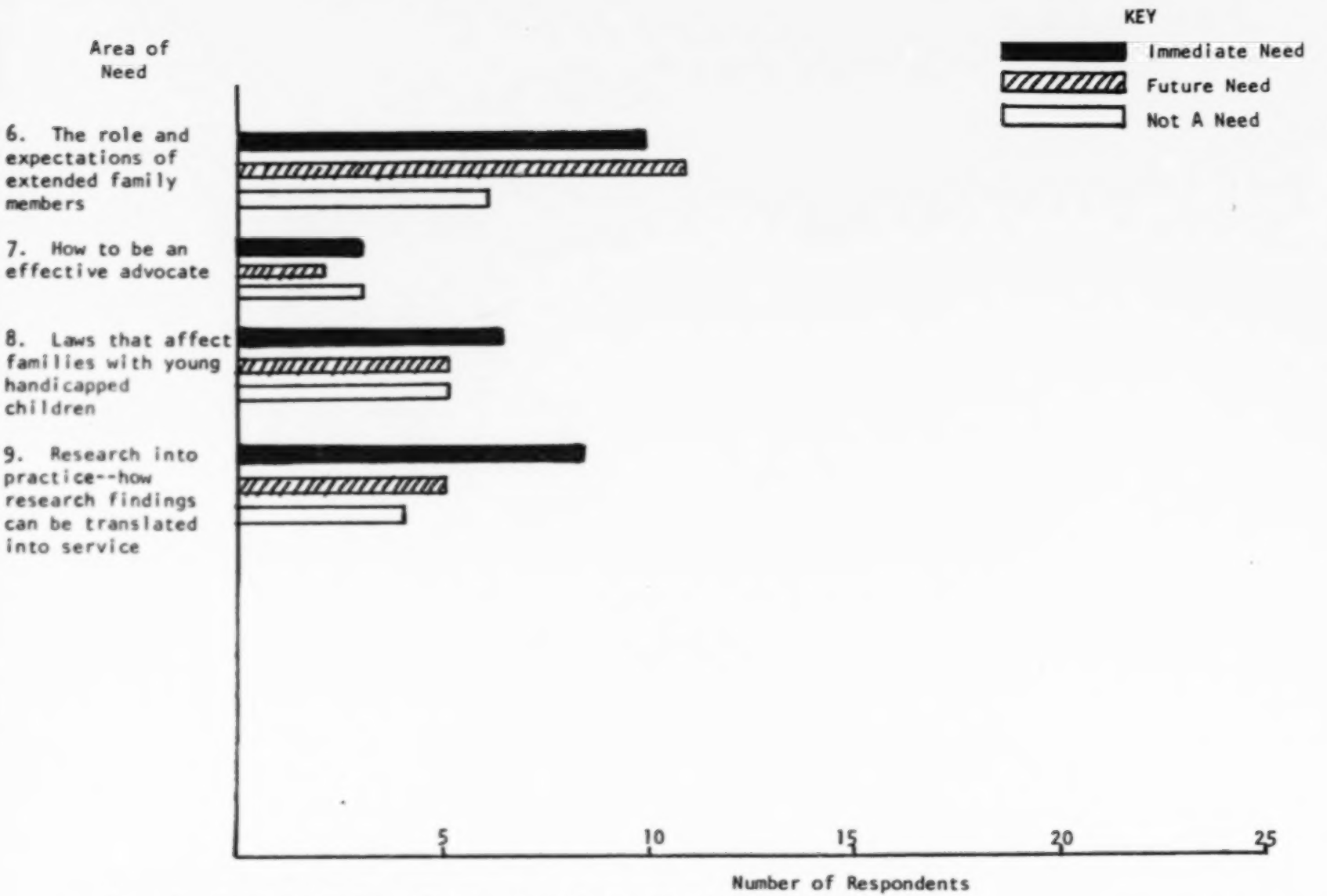


Figure 1: Instructional and Informational Needs in Field Sites

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The Communication Model Program

Material Title	Do you use the material now? YES	NOT AT ALL		Was it useful in the training process? YES	NOT AT ALL		Comments or Suggestions
A. IMPLEMENTATION MATERIALS AND FORMS							
1. Daily Activity Schedule (step 2)	29	5	1	32		3	
2. Facilitating Strategies Data Form (step 2)	2		3	33		2	
3. Identifying General Strengths and Concerns (step 3)	29	5	1	33			
4. Checklist for Programming Options (step 3)	15						
5. Pupil E.T.C. Form (step 1&3)					3	4	
6. Meeting E.T.C. Form (step 4)	26	8	2	25	4	7	
7. CACA Data Form (step 4)	26	7		28	4	2	
8. The Communication Model: Communication Behaviors (step 4)	16	13	5	28	2	7	
9. Adult-Child-Adult Program Plan (step 6)	25	8	1	31		3	
10. Observation/Critique of Team Meeting (step 1)	10	7	5	26	1	6	
11. Questions to Help With Program Decisions (step 3)	22	10	3	28	2	5	
B. TRAINING MATERIALS							
1. The Team Approach: A Process for the Classroom Team (10 step process)	7	10	7				
2. Considerations in Teaming (worksheet, step 1)	6	3					
			51				

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Material Title	Do you use the material now? YES	NOT AT ALL		Was it useful in the training process? YES	NOT AT ALL		Comments or Suggestions
3. How Language Develops (overview/philosophy)	14	15	6	23	7	5	
4. A Communication Model to Assist Teachers in Working with Young Children.	14	12	8	27	2	5	
5. How the Classroom Staff Can Help (step 2)	15	14	5	27	3	4	
6. Preschool Education of Communication Disordered Children: A Team Appraoch (sten 2)	4	16	5	25	5	4	
7. Example Daily Activity Schedules (preschool & primary; step 2)	21	8	4	30			
8. Guidelines for Management and Use of Materials (step 2)	3	4	9	26	1	7	
9. Definitions of Facilitating Strategies (step 2)				35		3	
10. Format for Child-Centered Team Meetings (steo 3)	18	11	4	25	2	6	
11. The Preschool Profile and Its Use (small & large charts; procedural guide)	16	14	3	26	5	8	
12. Consideration of Program Options (step 5)	15	14		25	2		
13. Determining Programming Options (worksheet, step 5)		16	7	26	2		
14. Adapting Commercial Language Programs: A Program Option (sten 5)	13						
15. Deciding Programming Options (step 6)	14	11	8	23			
16. Programming Strategies (step 6)	21	9	3	2			
17. Step 7-Decisions Are Made About Data to Monitor the Program	18	13		2			
18. Language Samples (step 7)		52					

Material Title	Do you use the material now? YES	NOT AT ALL	Was it useful in the training process? YES	NOT AT ALL	Comments or Suggestions
19. Observation Guidelines (sten 4)	15	13 5	27	3	
20. Sten 8: Insuring Program Implementation	17	12 4	27	1 4	
21. Step 9: Sharing Data, Determining Progress and Planning Program Modifications	16	10 6	28	1 4	
22. Step 10: The Team Arranges To See If the Newly Learned Language is Occuring Naturally In the Environment	17	10 6	28	1 -	
C. RESOURCE MATERIALS					
1. The Program for Children With Communication and Language Delays: A Model for Replication (overview)	15	10 6	24	4 5	
2. Develoning Communication Skills in the Young Child (Philosonhy)		10 6	26	2 5	
3. What's A Child To Do? (sten 2)	22	2 2	25	3 6	
4. Planning Group Activities to Promote Communication Skills (sten 2)	23	8 2	27	1 5	
5. Facilitating Communicative Interaction in the Class-room (step 2)	24	5 5	25	1 8	
6. Peer Interaction Activities List (step 2)	25	4 5	27	1 6	
7. Ways to Encourage Children to Initiate (step 2)	2	1 2	25	1 6	
8. Areas to Consider When Screening or Assessing (step 3, for clinicians)	13		21	4 7	
9. Assessment Overvie (step 3, for clinicians)			20		
10. Early Warning: Observation As a Tool for Recognizing Potential Handicans in Young Children (step 4)	16	6	24	4 5	

Material Title	Do you use the material now? YES	NOT AT ALL		Was it useful in the training process? YES	NOT AT ALL		Comments or Suggestions
11. Student Program Record Sheet (blank & example: step 6)		19	1	21	5		
12. Teaching Strategies for Language Development, (text by Lynch, Rieke & Soltman)	22	7	4	22	7	5	audience training
13. The Sequenced Inventory of Communication Development SICD): The Pupil Profile & Test (step 3, for clinicians).	18	9	5	22	4	6	

D. Did you feel a need for any additional materials to be provided? If so, please explain or describe.